



The Multi-State
Consortium:

REVISIONING

A Professional
Educator Continuum



First-Stage Continuum of Practice

Preparatory Practitioner

PREPARATORY PRACTITIONERS – WHO ARE THEY?

Those seeking to become teachers who ...

- Participate in an accredited preparatory program at a college/university
- Engage in other state-approved pathways to teaching including alternate routes
- Engage in ongoing learning

RECOMMENDATIONS FOR ENHANCING PREPARATORY PRACTITIONER DEVELOPMENT

- Include early field experiences in all preparation programs within cross-level cohorts and in a variety of school/community-backed settings
- Examine exemplary cohort models
- Use performance assessments for exiting a preparation program
- Build professional growth plans based on feedback from a career inventory and assessment results
- Implement innovative internships, professional development school models, and other school-based programs for preparing teachers
- Explore multiple models that incentivize student teaching and create a more authentic experience
- Rigorous screening processes targeting areas of need
- Recruitment outreach to high-performing students, particularly those with undeclared majors

Second-Stage Continuum of Practice

Novice Practitioner

NOVICE PRACTITIONERS – WHO ARE THEY?

Teachers who ...

- Have a teaching position with an initial license
- Develop an awareness of how personal growth impacts student growth
- Engage in an alternative program, available from state-approved service providers, for professionals from other fields moving to teaching
- Develop an awareness of self-efficacy
- Engage in professional learning designed to continue the development of novice practitioners
- Apprentice in collaborative communities
- Receive support from mentoring and induction programs
- Develop and refine instructional skills within their classroom
- Are teaching a content area or developmental level for the first time

RECOMMENDATIONS FOR ENHANCING NOVICE PRACTITIONER DEVELOPMENT

- Require classroom support from compensated, trained mentors
- Provide release time for novice and mentor to meet
- Offer release time to observe experienced teachers in practice
- Provide opportunities to serve as co-teacher with experienced teachers
- Implement teacher-as-researcher model

Third-Stage Continuum of Practice

Developing Practitioner

DEVELOPING PRACTITIONERS – WHO ARE THEY?

Teachers who ...

- Have a teaching position with a license, preparing for next level of licensure
- Are a consumer of, and contributor to, professional learning
- Focus on student and professional growth
- Differentiate instruction based on knowledge of students
- Develop and refine self-efficacy
- Engage in professional learning focused on personal needs informed by own practice
- Initiate a community of learners
- Explore emerging leadership skills and opportunities

RECOMMENDATIONS FOR ENHANCING DEVELOPING PRACTITIONER DEVELOPMENT

- Provide release time for career advancement including shadowing, observation, etc.
- Offer distributed leadership opportunities (i.e., learning teams)
- Engage in authentic and reflective teacher evaluation
- Provide opportunities for advancing along various career pathways
- Provide meaningful observations of practice with constructive feedback

Fourth-Stage Continuum of Practice

Experienced Practitioner

EXPERIENCED PRACTITIONERS – WHO ARE THEY?

Teachers who ...

- Have a teaching position with a professional license
- Seek opportunities for leadership roles, both formal and informal
- Engage in contributing to learning of colleagues
- Promote growth in others to impact student learning
- Lead by demonstrating refined knowledge of students to help others differentiate instruction
- Influence the efficacy of others
- Inform and lead others' professional growth
- Lead collaborative communities
- Mentor novice and developing educators
- Serve as change agents and advocates
- Invest in education as a professional career choice
- Conduct formative observations of others

RECOMMENDATIONS FOR ENHANCING EXPERIENCED PRACTITIONER DEVELOPMENT

- Differentiate staffing options and compensation
- Provide release time for experienced practitioners who serve as mentors to work with novice teachers
- Distribute leadership through meaningful opportunities (i.e., learning teams)
- Provide ongoing and continued professional learning
- Develop partnerships to expand opportunities for developing content knowledge and supporting the whole child
- Build relationships to establish partnerships with the local and global community
- Provide opportunities for facilitating professional learning within school districts and IHEs
- Promote job sharing within districts, among districts, and with IHE faculty for the purpose of providing release time for leadership activities and professional support for others